Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name **Slaton Independent School District**	Vendor ID #	Mailing address line 1 140 E. Panhandle
Mailing address line 2	City Slaton	State TX	ZIP Code 79364

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
152-903	Slaton High School -001 Slaton Junior High -042 Cathelene Thomas Elem.- 103 Stephen F. Austin-101	ESC17	19	033286939

Primary Contact

First name Chris	M.I. J	Last name Smith	Title Assistant Superintendent
Telephone # (806)828-6591	Email address cjsmith@slatonisd.net		FAX # (806) 828-5506

Secondary Contact

First name Julee	M.I.	Last name Becker	Title Superintendent
Telephone # (806)828-6591	Email address jbecker@slatonisd.net		FAX # (806) 828-5506

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Chris	M.I. J	Last name Smith	Title Assistant Superintendent
Telephone # (806)828-6591	Email address cjsmith@slatonisd.net		FAX # (806)828-5506

701-14-101-088

Texas Education Agency
Signature (blue ink preferred)

Only the legally responsible party may sign this application.

701-14-101-088

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Schedule #1—General Information (cont.)

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Slaton Independent School District is participating in the NIET SEED (Supporting Effective Educator Development) Grant in collaboration with Texas Tech University that is beginning implementation this spring. Independently, Slaton ISD is financially unable to fully fund the positions that will impact all teachers in the district regardless of content area. Slaton ISD would utilize the funds of the EEIP grant to extend the scope of the SEED grant by adding additional Master and Mentor Teachers that will work with all teachers, which will directly impact teacher effectiveness. In addition to the professional development support provided by the additional Master and Mentor teachers, Slaton ISD would utilize grant funds to establish a recruitment and retention program which will allow us to compete with neighboring districts that are able to pay teachers of high need subjects at a higher level. Each campus will be given a number of recruitment slots in order to fully staff their buildings with high quality and motivated teachers. Those teachers would receive a $3,000 sign on bonus for agreeing to work in Slaton ISD. The EEIP grant would allow this actively recruit teachers in identified high area of needs for Slaton ISD. Historically, Slaton ISD has been unable to retain high quality teachers because they leave for positions in other districts that have higher pay scales. The EEIP will allow us to offer $2,500 stipends if they agree to return to Slaton ISD the following year. In order to qualify for this stipend, teachers would have to maintain an average score of 3 on the TAP teacher evaluation rubric throughout the school year. Feedback will be formative in nature and ongoing from August to May. In essence, the only proven method to impact student performance is to improve teacher effectiveness. While we support the efforts and initiatives that are occurring on our campuses we acknowledge the need to improve teacher effectiveness in our schools. We strongly believe that implementation and utilization of the TAP program and teacher evaluation rubric will greatly enhance the effectiveness and efficiency of our district. The collaborative culture will be enhanced by Master and Mentor teachers which will allow our teachers to become better equipped and prepared for todays' classrooms and students. We believe that improved teacher effectiveness will lead to improved student performance. Through the development of the TAP system and the implementation of a strong recruitment and retention program Slaton ISD will be able to recruit, train, develop, and retain a strong teaching team that will benefit the students and community of Slaton ISD.

TAP Overview: TAP is a system that supports teacher development and improvement. It utilizes research based practices that campuses will utilize to develop and grow highly effective teachers. Utilization of Master and Mentor teachers to supportively and regularly improve campus practices is key to the growth of district performance. The Master and Mentor positions will be selected from intensive panel interviews and must have demonstrated increased student achievement, strong communication skills, instructional expertise, and an ability to work well with adults. They must be able to model and develop effective strategies of instruction and lead Professional Learning Community Meetings. These meetings will occur regularly (weekly) with Master and Mentor teachers training teachers in their groups.

Evaluation: In addition to the Master and Mentor teachers, Slaton ISD will be certifying district and campus leadership on the utilization of the TAP system. They will compose a TAP leadership team. Members of the TAP Leadership team include Campus Principal, Campus Assistant Principal, Master Teacher, and Mentor Teacher. This Leadership Team will conduct formative classroom observations throughout the year. To ensure the *validity and calibration* of these observations, the TAP Leadership Team (TLT) will participate in National and Regional training through NIET and Texas Tech University throughout the year to ensure a meaningful experience. Teachers will begin training on the TAP system in August and will experience specific training on the teacher evaluation rubric. Prior to observations, teachers will have a "pre-conference" with their evaluator to discuss expectations and areas of focus. There will be "post-conference" meetings to discuss and evaluate the findings. These growth opportunities will be ongoing and will provide meaningful and implementable strategies to improve teacher practice.

Professional Development and Collaboration: One of the most attractive components to the TAP system is the emphasis on ongoing professional development. The use of "cluster meetings", commonly referred to Professional Learning Communities, allows for the leadership team to develop best practices and most recognized effective strategies to teaching during the school day. This is a critical component to program success and teacher will receive ongoing support and coaching from Master and Mentor teachers. These PLC meetings will occur weekly (minimum) and will focus on developing classroom strategies, research, and feedback. Teachers will keep journals or other documentation of discussion and development. The goals and objectives that were presented or established during PLC meetings will be followed up on by the leadership team for formative feedback. Research supports that this type of system provides cluster groups with a highly structured and focused form of professional development that is ongoing, collaborative, and data driven. Use of teacher focused camera feedback systems will allow self-reflection and improvement.

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Recruitment and Retention: One of the SEED partners is Texas Tech University. Texas Tech utilizes the TAP rubric in their College of Education teacher preparation program. This alignment with the producer of the region's most teacher candidates from year to year creates a natural opportunity for recruitment. As previously stated, Slaton ISD typically does not have the opportunity to hire the most highly sought after teacher candidates. This grant will allow us to offer a recruitment stipend to these teachers. In addition to this monetary benefit the alignment will enable us to infuse eager and excited teachers into our school system. Their familiarity with TAP create a natural partnership which we feel will benefit Slaton ISD and our community. In addition to this valuable recruitment tool, Slaton ISD would like to establish a retention stipend for those teachers who meet performance criteria as established by the TAP leadership team. Teachers who meet the stipend requirements would be paid upon agreement to remain in Slaton ISD for the following school year. This retention tool will benefit Slaton ISD and its community as we will be able to retain our most productive and improvement focused teachers. While the SEED grant provides Slaton ISD with the opportunity to hire Master teachers and pay Mentor teachers stipends, this grant would allow us with the logistical ability to impact all teachers and students as we will be able to add both Master and Mentor teachers.

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2014-2016 Educator Excellence Innovation Program

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Texas Education Agency
Standard Application System (SAS)

County-district number or vendor ID: 152-093

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$473,500	$	$473,500	$473,500	$	$473,500
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$	$0	$0	$	$0
Schedule #9	Supplies and Materials (6300)	6300	$0	$	$0	$0	$	$0
Schedule #10	Other Operating Costs (6400)	6400	$6,000	$	$6,000	$6,000	$	6,000
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$0	$	$0	$0	$	$0
	Total direct costs:		$479,500	$	$479,500	$479,500	$	479,500
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$479,5000	$	$479,500	$479,500	$	$479,500

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$479,500	$479,500
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$47,950	$47,950

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 152-903			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Master Teacher	2	2	$116,000	$116,000
2	Mentor Teacher			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Mentor Teacher Stipend (4 @ 4,000)			16,000	16,000
16	Recruitment Stipend (HS-5, JH-5, Elem-5, Prim-3) $3,000			54,000	54,000
17	Retention Stipend (115 Teachers) $2,500			287,500	287,500
18			Subtotal employee costs:	$473,500	$473,500
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$	$
20	6119	Professional staff extra-duty pay		$	$
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$	$
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$	$
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$437,000	$437,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		$	$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		$	$
	Specify purpose:			
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152-903 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152-903	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
6	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
7	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
8	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 152-903	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$	$
	Grand total:					$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 152-903		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$3,000	3,000
	Specify purpose: TAP National Conference for 2 Master Teachers		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	**$3,000**	3,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
	**Schedule #11—Capital Outlay (6600/15XX)**				

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 152-903 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	69	5.4%	Attendance rate	95.8%
Hispanic	869	68.9%	Annual dropout rate (Gr 9-12)	.3
White	312	24.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	67%
Asian	1	1	TAKS commended 2011 performance, all tests (sum of all grades tested)	8%
Economically disadvantaged	977	76.8%	Students taking the ACT and/or SAT	62.3%
Limited English proficient (LEP)	57	4.5%	Average SAT score (number value, not a percentage)	921
Disciplinary placements	33	2.2%	Average ACT score (number value, not a percentage)	19.4

Comments

Slaton Independent School District serves a population of high poverty students. Historically, there is a high mobility rate for teachers as they go to neighboring districts that pay at a higher level. We believe that, if selected, Slaton ISD will be able to establish a culture of ongoing professional development designed to improve student and teacher performance. We also will be able to recruit teachers in high need areas such as Math, Science, Career and Technology (HB5) through recruitment stipends. We will also be able to retain teachers in these areas if they agree to return from year to year. This is key to maintaining high quality education with our demographics.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	1.7%	No degree	0	0%
Hispanic	14.6	12.8%	Bachelor's degree	87.9	76.8%
White	94.8	82.9%	Master's degree	26.5	23.2%
Asian	1	.9%	Doctorate	0	0%
1-5 years exp.	24.6	21.5%	Avg. salary, 1-5 years exp.	$33,138	N/A
6-10 years exp.	20	17.5%	Avg. salary, 6-10 years exp.	$39,674	N/A
11-20 years exp.	34	29.7%	Avg. salary, 11-20 years exp.	$45,703	N/A
Over 20 years exp.	24	21%	Avg. salary, over 20 years exp.	$52,029	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	94	104	96	100	108	89	90	84	83	88	90	82	88	76	1272
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	7	8	8	9	7	8	7	8	7	11	11	12	8	~~69~~ 115 (es)
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Slaton Independent School District Board of Trustees has adopted a policy that requires the development of comprehensive needs assessment at both the district and campus level. This plan is made in collaboration with several groups including campus leadership, community members, and other entities. Since Slaton ISD has received the NIET SEED grant, we solicited feedback and assistance from NIET and Texas Tech University. The following is a result of that work conducted over the first semester:

1. **Student Performance and Intervention-** Slaton ISD has established a point of emphasis on improved Response To Intervention and Collaboration. (PLC's) This would allow for improved focus on instructional quality and directly impact on student performance. The development of ongoing Professional Development and implementation of research based teacher improvement is a focus for our district. In response to the new state accountability system, movement of students from one level of performance to another will be vital to student success. Slaton ISD believes that the TAP program will help us to facilitate the growth and improvement that will be key to our success.

2. **Ongoing Professional Development-** Slaton ISD has a vision of meaningful and ongoing professional development. Our comprehensive needs assessment identified spotty professional development that was sustainable as there were not opportunities to continuously refine skills and practices. The TAP leadership team will be able to ensure sustainability in professional development practices. This will ensure teacher improvement in their practices and improve student performance.

3. **Teacher Recruitment and Retention-** Slaton ISD is committed to recruiting, developing, and retaining a highly effective faculty and staff. The district recently approved a pay raise for all faculty and staff, but it only kept pace with rising cost of insurance. In this market, teacher recruitment and retention is key to academic success. Slaton ISD is committed to providing recruitment stipends and retention pay to keep highly committed, effective, and qualified staff. This grant will allow for that opportunity.

4. **Academic Alignment** – Slaton ISD has established a need for vertical academic alignment throughout the district. The TAP system provides a natural opportunity for this alignment to occur during "cluster" or "PLC" meetings. The facilitation opportunity created during the school day and facilitated by a TAP leadership team will allow for this alignment to take place on a regular basis. This alignment will lead to meaningful and targeted improvement throughout the district.

Slaton ISD is committed to making our district an academically strong and aligned district. This grant will allow us to move forward with our strategic plan.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Ongoing Professional Development for Teachers	Grant would provide two Master Teachers that would lead cluster group (PLC) meetings with teachers on an ongoing and regular basis. They would also provide evaluative and formative feedback to teachers in order to improve teacher practice and pedagogy.
2.	Recruitment	Grant would provide Slaton ISD with the opportunity to offer recruitment bonuses to high need area teacher prospects. Math, Science, Career and Technology. Grant would also provide Slaton ISD with the opportunity to offer retention stipends for high need area teacher that agree to return from year to year.
3.	Retention	Grant would provide Slaton ISD with the opportunity to provide retention incentives to all teachers who maintain an average of 3 on a minimum of 10 evaluations using the TAP rubric and remain employed by Slaton ISD. Teacher performance at this level would be indicative of good teacher performance, which will correlate to improved student performance
4.	Student Performance	Grant would provide the logistical and structural support for teachers to improve their skills and tools. Studies support that the number one way to improve student performance is to improve teacher skill and ability. This grant would provide us with the opportunity to improve educational practices within our district.
5.	Academic Alignment	Grant would allow for the opportunity to academically align across the district. The PLC or Cluster groups facilitated by the TAP Leadership team will support district growth and movement in our district. The alignment along with ongoing professional development will improve student performance.

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Schedule #14—Management Plan

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	Masters Degree. Doctoral student. Successful experience as a transformational leader on a campus in need of assistance. Assisted in moving campus from UA to Acceptable. Award winning principal and teacher. 15 years in education
2.	Elem. Princpal	Masters Degre. Experience as principal at all levels. Transformational leader or junior high with Improvement Required designation. Strong professional development and leader. Strong RTI background. 31 years in education.
3.	Primary Principal	. Masters Degree. Experience as principal at Elem and Primary levels. Reading specialist with PBIS background. 30 years in education.
4.	High School Principal	Masters Degree. Award winning principal. Strong instructional leader with experience in improvement of student performance. Strong RTI leader of a National Blue Ribbon High School. 30 years in education.
5.	Junior High Principal	Masters Degree. Doctoral Student. Experience as principal at all levels. Transformational leader or junior high with Improvement Required designation. Strong professional development and leader. Strong RTI background. 22 years in education.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Master Teacher Implementation	1.	Complete TAP Certification	06/10/2014	0710/2014
		2.	Establish TAP Training for Teachers	08/01/2014	08/31/2016
		3.	Begin TAP evaluation using TAP Rubric	08/27/2014	08/31/2016
		4.	Provide regular PD for teachers in PLC meeting	08/27/2014	08/31/2016
		5.	Provide coaching and modeling to teachers	08/27/2014	08/31/2016
2.	Mentor Teacher Implementation	1.	Complete TAP Certification	06/10/2014	07/10/2014
		2.	Assist in TAP training for Teachers	08/01/2014	08/31/2016
		3.	Assist in TAP evaluation using TAP Rubric	O8/27/2014	08/31/2016
		4.	Assist in PD for teachers in PLC meeting	08/27/2014	08/31/2016
		5.	Assist in support, coaching, and modeling	08/27/2014	08/31/2016
3.	Recruitment	1.	Establish a Recruitment Bonus	05/01/2014	O5/01/2014
		2.	Implement recruitment of teachers	05/01/2014	08/31/2016
		3.	Actively recruit teachers in high need areas	05/01/2014	08/31/2016
		4.			
		5.			
4.	Retention	1.	Establish calibration of TAP Rubric (leadership)	06/10/2014	08/31/2016
		2.	Implement calibrated TAP evaluation schedule	08/27/2014	08/31/2016
		3.	Regular feedback meetings with all teachers	08/27/2014	08/31/2016
		4.	Formative Evaluation	08/27/2014	08/31/2016
		5.	Provide stipend for teachers with a 3 or greater avg	06/01/2015	06/01/2016
5.	Evaluation	1.	Regional TAP Director Meetings	05/01/2014	08/01/2016
		2.	TAP Leadership Team Meetings	07/01/2014	08/01/2016
		3.	Feedback surveys from campuses	08/01/2014	08/01/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Slaton Independent School District has received a SEED/TAP grant in collaboration with NEIT that will establish the training and infrastructure to establish this program. The SEED/TAP grant is a grant that provides for some of the positions described in this grant. We would like to expand this program to improve implementation and practice. The support structure is in place for this program to be highly effective. Slaton ISD has already pursued teacher and participant buy in and has collected data supporting their support. The program was presented during a public school board meeting and support was offered. This program has been years in the making and buy in and support is high. The structure is in place for the improvement outlined. Slaton ISD will continue to evaluate data and present findings to campus based and district based decision committees.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Slaton Independent School District is embarking on a plan to continue this program after the grant expires. Fiscal plans are being instituted to continue funding the Master and Mentor teacher for years to come. Slaton ISD will utilize the SEED/TAP grant to establish the program and establish a foundation for best practices and utilization of the TAP rubric. Slaton ISD will continue to work with NEIT and Texas Tech University in order to maximize grant funds. Regular evaluation of the program will be a part of the implementation plan. All participants will have multiple opportunities to provide feedback and evaluation of the program. . Slaton ISD will continue to evaluate data and present findings to campus based and district based decision committees.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Ongoing Professional Development	1.	Cluster group sign in and evaluations
		2.	Formative Evaluation of teacher performance (video capture and review)
		3.	Master and Mentor logs and documentation
2.	Recruitment	1.	Improved number of quality teacher applicants
		2.	Improved retention of teachers in high need areas
		3.	Ability to draw quality teachers from other areas
3.	Retention	1.	Teacher attendance in PLC/Cluster Meetings
		2.	Teacher performance in classroom based on TAP rubric
		3.	Maintain a low turn over among current teachers
4.	TAP Review	1.	Regional TAP director evaluation
		2.	TAP evaluation tool
		3.	Implementation overview
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Slaton ISD will utilize formative data evaluations gathered from PLC/Cluster meetings. This data will document the number of meetings and also provide raw data in reference to teacher performance on the TAP rubric. The Master and Mentor teacher log will also demonstrate professional growth activities presented to clusters and also to individual teachers. The recruitment component will be evaluated through number of highly qualified applicants and hires made throughout the districts.

TAP is that instructional effectiveness should be measured partly in terms of the contribution that the teacher and the school make to student achievement, using a method called value-added assessment. This represents a revolution in educational accountability. The differences between pretest and posttest scores are often called gains. This is a common assessment strategy, used by many teachers to measure how well students in their classrooms are learning. Value-added assessment expands this concept to an entire year's learning, and uses annual achievement test scores as the pretest and posttest. The essence of value-added assessment is simply to use gains or growth in student achievement to measure the instructional performance of teachers and schools.

Annual data collection at the school level — e.g., principal and teacher surveys, student achievement gains, teacher evaluation data management systems and reports on TAP outcomes.
An on-site School Review to assess school compliance with the TAP model will occur between the NIET and Texas Tech. .

Any problems with project delivery will be identified in weekly cluster meetings and then conveyed to the NIET SEED grant project director and coordinator that will be on-site monthly or whenever needed and then corrected with their guidance. Information will be conveyed to clusters via the weekly meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities
A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this grant project educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360 degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Master and mentor teacher selection
Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

Master and mentor teacher training
As members of the TAP Leadership team master and mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time
The master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time is available for coaching mentees or evaluation and observations. Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards.* The table below illustrates one of the instructional indicators on the rubric.

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system automatically tracks scores to ensure inter-rater reliability.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers in participating districts will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5 point scale.

Evaluating Teachers

Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. Participating schools and districts will require teachers to be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards* (*Standards*). Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. TAP requires four annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator.

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator from the Responsibilities survey.

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level*. TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Additional factors. All teachers' evaluations will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale.
Teachers Evaluated Using a Research-Based Observation Tool. The *TAP Skills, Knowledge and Responsibilities Performance Standards* (*Standards*) establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric

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offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale The scores from the four or more observations each year are combined with the score from the responsibilities survey to calculate the summative SKR score.

The *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional teacher evaluation systems.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

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The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In participating schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. The districts' master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success

As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting. Participating schools and districts included in this project are committed to implementing this high-impact model of professional development

Unlike the fragmented and disconnected approach to professional development still common in most schools, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?

- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?

- Will one of the "critical attributes" - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other

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teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previous discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers and Principals
Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data *from students in the school building* are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.
Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.
These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

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Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. The TAP System rewards teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. Teachers earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. The participating schools and districts will establish a dollar amount per teacher into an annual performance award fund. Performance awards will be based on the weights illustrated in the following chart: 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to school achievement gains or student learning objective (SLO) where applicable.

Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior. The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."

Increased Retention of Highly Effective Teachers in TAP Schools
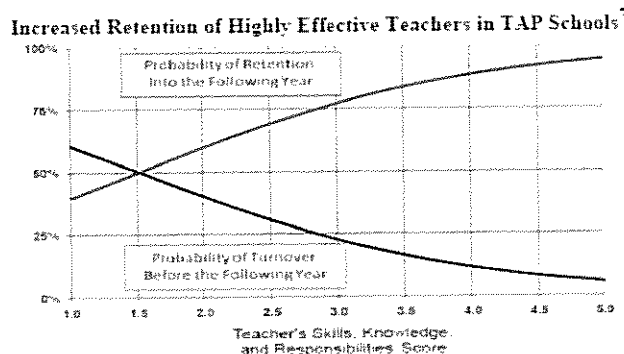
TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP's *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP's *group* performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect behavior in Partnership schools. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP's performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

Research shows performance incentives in the range of 8% are effective:
• Odden & Wallace (2007) recommend a range of 4 to 8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that.

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• A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as $1500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:
• The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses above that were perceived as more successful by the private sector companies using them (McAdams & Hawk, 1994).

• Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998; Taylor et al., 2009).

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the participating schools and districts will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

As previously described master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, Educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a **TAP** school.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In a TAP school, "career teachers" are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the master and mentor teachers are responsible for providing professional development through cluster group meetings, TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 152-903	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 152-903	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Slaton ISD will face several implementation issues if the grant funds from the Educator Excellence Innovation Plan (EEIP) are not awarded. While we are excited about the SEED grant, we would like to fully implement the program to institute change on a wider scale. In its current form, we will be able to institute change on a level that we feel can be expanded upon. The addition of two Master teachers and four additional Mentor teachers will allow us to reach a level that we consider full implementation, thereby affecting our implementation group. At this time, Slaton ISD does not have the fiscal capacity to fund this type of innovative and beneficial program without the grant.

In addition to the Master and Mentor teacher positions, Slaton ISD would not be able to provide the funding for their training and TAP certification.

Master teachers will be paid at their step on the Teacher Salary schedule plus an $8000 stipend for their added responsibilities. Those include: working closely with mentor and classroom teachers and leading weekly learning experiences called cluster meetings. Additionally, Master teachers will help develop a school academic achievement plan, work with mentor teachers and their principal for effective teacher evaluations to help improve teachers and student achievement. Mentor teachers will be paid a $4,000 stipend for their added responsibilities, which include: working with master teachers and leadership while coaching classroom teachers. Also, the mentor will monitor goal setting, conduct objective evaluations and support teachers' individual growth plans and will work closely with students in the classroom. This project will not be as effective or efficient withouth the additional Master and Mentor teachers that need to be provided by the District for the full implementation.

Recruitment stipends for areas of high need are key to our success. Currently Slaton ISD has a hard time recruiting highly sought after teachers in high need areas because we cannot pay what others do. As a result we find ourselves hiring less qualified candidates or pursuing nontraditional certification solutions. This can negatively impact learning in our district.

Retention compensation will not be made available due to lack of funds. A incentive of $2500 or more will be paid to teachers that are active participants in the weekly cluster meetings and who follow professional development and formative feedback provided to them by the TAP leadership team. .

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Schedule #17—Responses to TEA Program Requirements

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County-district number or vendor ID: 152-908	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Spring 2014: Positions posted for Master and internal postings for mentor positions.

March 2014: Slaton ISD Leadership team will attend the National TAP conference in Los Angeles, California.

May 2014: Master /Mentor Teachers Named

Summer 2014: Summer CORE training/ TAP Summer Institute

August 2014: Teachers Trained on TAP rubric

August 2014- May 2015 TAP Implementation

Spring 2015 Required Trainings as outlined by NIET

Spring 2015 National TAP Conference TBD

Summer 2015: Summer CORE training TAP Summer Institute

August 2015- Teachers Trained on TAP rubric

August 2015-May 2016 TAP Implementation

Ongoing reflection and professional development as required.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Initial planning meeting was held to discuss interest in participation. Data was collected for the grant application. Slaton ISD presented this information to the Board of Trustees to ensure backing. Once notified of grant award meetings were held with Texas Tech and NIET. These meetings included all campus based leadership where an specific outline of expectation and implementation was laid out. Once this meeting was held and campus administration had endorsed the program, presentations were held by District administration to the faculty. According to the SEED grant, 70% of the teachers must vote to participate in the grant before implementation at that campus can occur. Slaton ISD achieved an overall approval rating of 96 percent. Faculty and staff were excited to begin the TAP process and there has been great support and interest in the program. The addition of the EEIP grant drew even more interest as it would allow for full implementation.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Implementation would include all Slaton ISD campuses. Slaton High School, Slaton Junior High, Cathelene Thomas Elementary, and Stephen F Austin Primary.

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